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PROCEEDINGS OF THE TRADOC CHIEFS OF ANALYSIS SEMINAR (1ST) HELD--ETC(U)
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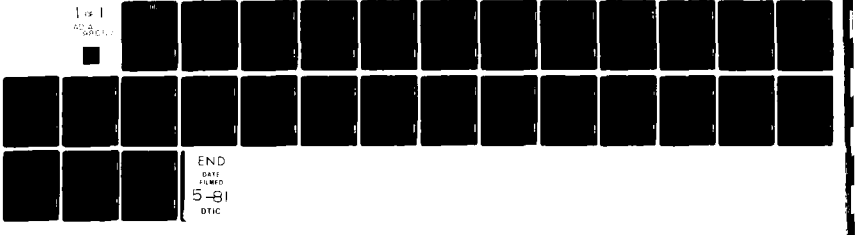

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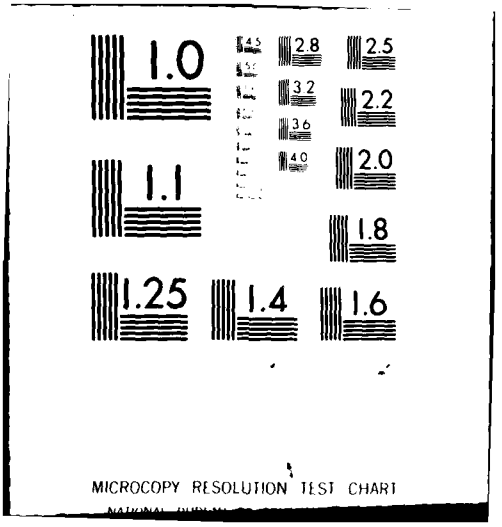
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PROCEEDINGS OF THE TRADOC

CHIEFS OF ANALYSIS SEMINAR (NO. 1)

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New Equipment Training Analysis
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20. ABSTRACT *(Continue on reverse side if necessary and identify by block number)*

This represents the proceedings of the first in a series of planned seminars pertaining to Army Job and Task Analysis and related areas. The purpose of this first seminar was to present and discuss TRADOC documents on Job/Task Analysis (TR Reg 351-4/TR Pam 351-4) and a self-paced Job/Task Analysis training program for analysts.

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12 March 1979

SUBJECT: TRADOC Job & Task Analysis Seminar

MEMORANDUM FOR RECORD:

1. The first TRADOC Job & Task Analysis Seminar was held at Fort Benning, GA during the period 28 Feb-1 Mar 79. Administrative support for this Seminar was provided by the US Army Infantry School.

2. Attendees represented the key analysis personnel from each TRADOC service school plus the Academy of Health Sciences, The Judge Advocate General School and the Army Research Institute for Behavioral Sciences. List of attendees is at inclosure 1.

3. The purpose of the Seminar was to present and discuss the TRADOC documents on Job & Task Analysis (TRADOC Reg and Pam 351-4), Job & Task Analysis Self-Pacing Job Training modules/course for analysts, and establish the first general forum for discussion by this target population. The agenda for this three-day Seminar is at inclosure 2.

4. During the first and second day time was devoted to the identification of problems encountered/perceived by the attendees. The initial list of topics generated in this area is at inclosure 3. These were then grouped in four major categories and the attendees were divided into work groups and assigned major topics. The attendees were then provided work cubicals to discuss, elaborate upon, and document their findings for their respective problem areas. At inclosure 4 is a series of reports as prepared and submitted by these groups. All groups provided extremely valuable input with data based upon the real-world problems/constraints in the service school environment. Copies of these reports will be provided to the appropriate agencies for information and action to assist in resolving the problems presented. Several areas have an adverse effect on the Job & Task Analysis Process that, if not resolved, will hinder the common analysis base required for training developments products. Problem titles and the work groups which addressed these subjects are as follows:

a. Work group 1 (representatives from the Signal, Armor, Transportation, Intelligence, DINFOS, and Chemical Schools) addressed the problem statement of: "The HQ TRADOC training developments system appears to be transitory in nature, and being driven by the DA personnel management system and/or personnalities within the TRADOC command/staff hierarchy in the absence of clearly stated goals and objectives."

b. Work group 2 (representatives from the Field Artillery, QM, SGM Academy, Engineer, MP and the Chaplain Schools). This group worked on problem statements as follows:

(1) The inability to adequately perform analysis functions with target populations inherent to, or tenant activities of, other MACOMS.

(2) Analysis to support training development for new equipment.

(3) Lack of time to conduct a proper front-end analysis.

(4) There exists within the schools insufficient TDY funding set aside for analysis efforts and the validation of its results.

c. Work group 3 (representatives from the Infantry School, Admin Center, Air Defense School, Aviation, Academy of Health Sciences and IMA). Topics addressed were; Unsatisfactory training analysts; Lack of qualified training analysts; Low morale among training analysts.

d. Work group 4 (representatives from the School of Music, Intel (Devens), Missile & Munitions School, Command General Staff College, ARI, APG and JAG). Their problem statement was; "The current training system (development and implementation) is not responsive in respect to the total Army."

5. Varied aspects of the regulation and pamphlet were discussed during this Seminar to insure understanding of the process included. Discussions generated reflected the deep interest the attendees had in the performance of their assigned duties in the real-world constraints placed upon them and their endeavors. Positive feedback was received from the attendees that the products discussed and disseminated (i.e., regulation and pam 351-4, 26 self-pacing modules and the J&TA overview slide show) were needed by the training developments personnel. Each attendee was tasked to provide written feedback for chapters in the pamphlet as follows:

a. Chapter 1. LTC Craig and Mr. Kreiger.

b. Chapter 2. Mr. Prudom and Mr. Senn.

c. Chapter 3. CPT McCants and CPT Williams.

d. Chapter 4. LTC Lai, MAJ Brock and Mr. Casey.

e. Chapter 5. MAJ Moreland, MAJ Korkin, and LTC Stageberg.

f. Chapter 6. LTC Waldhour, MAJ Armstrong.

g. Chapter 7, and Appendix A. MAJ Stankovich, LTC Hiller, MAJ Brown.

h. Chapter 8, and Appendix B. LTC Lindsey, MAJ Massey, MAJ Pierson.

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SUBJECT: TRADOC Job & Task Analysis Seminar

i. Chapter 9, and Appendices D and H. Mr. Lund, Mr. Brady and MAJ Plaut.

6. An additional tasking for each school (if data is available) is to provide the man-day requirements to perform representative task analysis in their schools. The rationale for this request was to identify an average time span to conduct an analysis for combat arms, combat support and combat service support areas and activities and to provide this input to TRADOC DCSRM to realistically update the TRADOC staffing guide and provide a more sound approach to resource allocation in the TRM process. If this evolves as perceived when an analysis effort is initiated the school can estimate the number of tasks in a new or revised analysis and resources can be programed well in advance in accordance with specific needs and not by the present unrealistic staffing guide estimates that exist today.

7. At inclosure 5 are feedback sheets submitted by each attendee of the Seminar. A review of the responses reflect the viewpoint that the Seminar achieved its purpose and follow-on seminars should be programed to maintain the momentum of this crucial aspect in the training developments process.

8. For empirical purposes a copy of all slides utilized to present the policy and guidance on J&TA are included as inclosure 6. Copies of the available slides from those presentations by schools/agencies are at inclosure 7.

WALTON

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SCHEDULE
JOB & TASK ANALYSIS SEMINAR

TUESDAY 27 FEB

0800	WELCOME	BG Crowell
0810	Overview of Seminar	LTC Walton
0830	TRADOC Position on Analysis	CPT Begland
0845	B R E A K	
0900	Overview of Analysis	LTC Walton
0930	Service School Problems	CPT Begland
1030	Group Assignments	CPT Begland
1045	Group Meetings (Classroom # 1)	
1200	L U N C H	
1315	Group Meetings (Classroom # 1)	
1415	Job Analysis	LTC Walton
1500	B R E A K	
1545	Job & Task Analysis Plan (Aviation Sch)	MAJ Murphy
1600	Collective Analysis (Army Tng Board)	
1645	1st Day Wrap Up	CPT Begland

WEDNESDAY 28 FEB

0800	Group Presentations	
0930	B R E A K	
0945	Summarization of Problem Areas	CPT Begland
1000	Select Tasks for Training	CPT Begland
1045	Commonality Analysis (Ordnance Sch)	LTC McAllister
1200	L U N C H	
1315	Task Analysis	SFC Burke
1415	B R E A K	
1430	Task Inventory Development (SGM Acdy)	MAJ Moreland
1515	Officer Analysis	MAJ Josey
1600	TRADOC Reg & Pam 351-4	LTC Walton

THURSDAY 1 MAR

0800	Site Selection	CPT Begland
0900	Reserve Components Tracking (Sig Sch)	MAJ Pierson
0945	B R E A K	
1000	Task Selection for Training (Armor Sch)	MAJ Korkin
1045	Overview of Job and Task Analysis Job Training Package	LTC Walton
1100	Review of Modules	Mr. Prelewicz
1200	L U N C H	
1315	Discussion on Modules	Mr. Prelewicz
1400	Future Seminars and Activities	LTC Walton
1430	Seminar Termination	

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SERVICE SCHOOL PROBLEMS

What in the system is keeping you from getting analysis done?

1. Letter Starry to Hilton (all commandants, "You will" get SM to field
   no mealy-mouthed excuses, etc.

2. Post Partens Depression
   Analyst doesn't want to let go yet
   not ready, etc.

3. TP Data = MILPERCEN
   & AOSP Responsiveness

4. Validation - How much is enough

5. TDY money

6. Conflict resident trng direct can change task lists if don't fit existing
   POI

7. Non-coordination at TRADOC level
   Small depart - too many TRADOC directives

8. Analysts poor quality

9. Whole process of req, auth, & person

10. SQT driving whole system
    All of everything before--for many SQTs must be done all at one time
    Low density MOSs (3-12 people)

11. All resources committed to SM don't have a system (sequential)

12. No Army Tng Sys

13. New Equip--Analysis comes out of other time--not indentified by TRIM

14. MILPERCEN driving training

15. Need automated system for data

16. Lack of data from field

17. Time--6 weeks to do analysis for <u>all</u> commanders

18. Revise ANOC re Wren vs Analysis (is revise course--told not to do
    analysis)

19. TRADOC direction of trng content

Jul 3

20. All WO go to some course

21. MOS/Job fluctuation Intel--job changes completely too fast

22. MOS structure
    Duty positions--Too many--not clustered

23. Common Task Mng

24. Soft Skill Analysis
    Criteria for hard skills used to measure
    Need totally diff procedures

25. Collective - individual

26. Change in Doctrine

27. Rqmts--Auth--Face

28. Task Selection Process Understnading of:
    Task
    Critical Task
    Task Selected for trng

29. Uniqueness of school mission

30. Can't retrieve common to all MOS tasks

31. Survey--Panacrea misconception

32. Data sources--SMEs have knowledge of field--because turnover is being knocked
    Must use right

33. TRADOC policy stabalized establish position and stay with
    give new idea time to work/not work

34. Reg Changes

35. Timeliness of data products 3-5 year old by time gets to field

36. FORSCOM perspective

37. MGMT--rain the load

38. Morale
    Civilians feel at odds w/TRADOC
    Military not good

39. Resident Trng Hurting
    POIs may or may not exist
    no one knows

ASSUMPTION: Live within the system we have today and use it.

PROBLEM: The HQ, TRADOC training developments system appears to be transitory in nature, and being driven by the DA personnel management system and/or personalities within the TRADOC command/staff hierarchy in the absence of clearly stated goals and objectives.

BACKGROUND: As a result of EPMS and the RETO based evolution of OMPS, HQ, TRADOC has apparently attempted to introduce an element of order into the training developments arena by accepting the mission to deliver SQT/SM products to the field with production dates established by FIAT, and further attempting to salvage and implement the basic tenets of the ISD Model as published in TRADOC Pam 350-30. The irony of these two points is that they are direct opposition to each other, and furthermore, the entire TRADOC training developments effort appears to be laboring under the albatross of "you will deliver these products on these dates" with little regard for the official methodology. The following discussion highlights how the aforementioned has surfaced concomitant problems in the various Service Schools.

DISCUSSION:

1. The Service Schools have been subject to a training developments management climate that suffers from a distinct lack of consistant central purpose. Policy/guidance/advice have all been forthcoming in several forms: "you will" missions; published regs/circulars/pamphlets; verbal comments from general officers and the various TRADOC level staff action officers/agencies. This official information has invariably changed with some rapidity as Service School requirements have correspondingly increased. Oddly enough, instead of the published guidance strengthening the purported decentralized methodology of Service School mission accomplishment, has centralized product control in loosely controlled TRADOC agencies. Unfortunately this trend has no future reversal in evidence, and the prospect for progress diminishes.

2. The EPMS products which HQ, TRADOC committed itself to deliver to the field has absorbed the ever decreasing School resources to such an extent that resident training has been sorely neglected and at best meets the minimum demands of field commanders which increase daily. All resident training requires a hard look and updating to advance the state of the art significantly beyond the systems engineering era. This need is certainly hampered by the programmed student loads which siphon staff talent, but made near impossible because of the lack of authorized, dedicated resources to address the problem. This void continues to adversely affect the internal as well as external credibility of training

developments principals.

3. The existing TRADOC training developments system has generally not considered the unique aspects of the Service Schools; specifically, current TRADOC publications appear to be oriented toward the Combat Arms to the detriment of the Combat Support and Combat Service Support Arms. Time allocated for Front End Analysis makes no difference between these Arms or the MOSs within them, the requirements to produce Soldier's Manuals and SQTs for many of these MOSs detracts from effort that should be expended in designing and developing training. The problem is further compounded by the fact that many of these MOSs have an extremely low density (less than an Army wide population of 100) and/or are soft skill rather than hard skill hand-on MOSs. Additionally many of these MOSs have almost as many different jobs as they do positions which further compounds the writing of SM/SQTs.

   Secondly, while the FEA may show that the SL 2 soldier should be returned to the school for additional training, current practice (units will not return personnel TDY to schools for training) precludes this. As a result schools are forced to bastardize their FEA and transfer the training of some tasks into SL 1 training. This affects resident/nonresident instruction and the SMs/SQTs. This practice leads to 1st term personnel being trained on many tasks but not to the depth desirable.

   Thirdly, the express lack of understanding of CACMIS/TRAMIS and their relationship to the TRM process leaves the Schools with the impression that the Training Support Center has no conception of the real world impact of their Service School actions.

CONCLUSION: That TRADOC training developments are not progressing in an effective and efficient manner, and are becoming increasingly more resource sensitive as the pressures of time and directed product delivery are compounded by ill-coordinated TRADOC staff/agency actions; that unless TRADOC rallies the Service Schools towards clearly stated and attainable goals, the quality of training developments products will cease to serve the resident/non-resident obligation of the Service Schools.

RECOMMENDATION: That TRADOC identify and approve for implementation a training developments system such as the Rose Task Force Concept, that will compress the time needed to

achieve tangible product results to a resonable length; will satisfy all resident/non-resident product requirements for a given analysis; will maximize resource utilization by integrating developments processes; and will restore the decentralized function of the Service School while restoring the crediability of TRADOC policy/guidance.

GROUP 1

Rex Pierson	MAJ	
Robert Korkin	MAJ	Armor
Louis Waldhour	LTC	Transportation
Richard C. Lidsey	LTC	Intelligence (HO
James B. Lund		DINFOS
Roy D. William II	CPT	Chemical
Tom Hindes		

MACOM PERSPECTIVE

PROBLEM: The inability to adequately perform analysis functions with target populations inherent to or tenant activities of other MACOMs.

BACKGROUND: This problem surfaced as a real concern of participants at the TRADOC J&TA Seminar at Fort Benning, 27 Feb-1 Mar 79. Actual experiences were shared. Example: In order to receive clearance from FORSCOM to do J&T Analysis, the TRADOC school must furnish detailed data concerning the activity to be accomplished within FORSCOM. This data must be furnished to a FORSCOM point-of-contact at least 90 days prior to doing any on-site analysis. Such a procedure imposes additional time constraints that often make it unduly difficult, if not impossible, to complete the analysis process within the constraints established by TRADOC.

DISCUSSION/CONCLUSIONS: The problem as initially stated concerned preceived interference from FORSCOM. However, this is a problem, for some TRADOC schools/activities, with MACOMs worldwide.

The accessibility of personnel in other MACOMs often does not meet the time constraints for the analysis task at hand.

Both formal and informal channels need to be established by TRADOC and the various service schools with other MACOMs where training analysis is either desirable or necessary. Schools need authority and/or permission to interface directly with appropriate commands/activities/installations. Both time and fiscal resources can be more effectively managed when we find a solution for the problem. Thus a more reliable job and task analysis data base can be realized.

RECOMMENDATIONS: 1. That TRADOC establish formal channels for interfacing with other MACOMs for J and T Analysis procedures.

2. That TRADOC publish this action.

3. That service schools/associated schools/analysis activities be furnished with POCs in other MACOMs.

4. That the analysis activities within TRADOC be permitted and expected to establish informal channels for

completion of the task analysis procedure with other MACOM installations/activities.

GROUP 2

James Craig LTC

PROBLEM: Analysis to support training development for new equipment.

BACKGROUND: The present system for developing new items of equipment does not lend itself well to the training development process. The problem is particularly acute in performing initial job/task analysis. The recently published TRADOC guidance on the ICTP (Individual/Collective Training Plan) appears to be an effort to formalize the procedures for training developments, however, there has not been sufficient experience with this guidance to see if it is adequate.

DISCUSSION/CONCLUSION: The present TRM process does not adequately recognize requirements to perform analysis--both technical/operator and employment related--for developing systems. Thus a conflict in priorities often develops for the scarce analysis resources between requirements in support of contract related milestones (SM/SQT, TEC, etc.) and the needs of the Training Test Support Package, etc., for this developing system. Often analysis resources must be taken "out of the hide" to meet unprogrammed needs for new equipment at the expense of other analysis efforts. Experience has shown that very often the time allotted for analysis is so compressed that all other efforts must be dropped in order to react in a timely manner. Since quality of the analysis is a function of both personnel and time, this crisis type analysis is of questionable validity. Crisis management is often prompted by late arrival of technical publication or the equipment itself, so little time is available before the required delivery of products to do required analysis.

RECOMMENDATIONS:
1. A method of adequately resourcing analysis for new equipment be implemented.
2. A workable model with realistic milestones for developing training products for new equipment be implemented.

GROUP 2

Armstrong MAJ

PROBLEM: There is a lack of an automated system to support the management of the ISD process and products.

BACKGROUND: The implementation of the ISD System within the TRADOC schools has created a long list of subsystems (SM/CMs, SQTs, Jo Books, Critical Task List, Tec, etc.). Each subsystem is dependent upon tremendous volumes of detailed information that form a common data base (hopefully). Although we have TREDS, TDIS and AIMS under development, none of these systems will provide the common data base management system that is needed within the TRADOC community.

DISCUSSION: The creation and control of Critical Task Lists, SMs, CMs, JBs and SQTs need to be supported by an interactive computer system. The volume of data being developed in the various subsystems of the ISD process demands common data base management via a centralized computer system. New requirements for data automation are surfacing almost daily. TRADOC Cir 351-3, Individual Training Plan (ITP), addresses the requirement for the development of a JTP Master Plan. There is no way this complex, voluminous and changing data can be maintained using the stubby pencil approach.

Other examples of requirements that are applicable to an interactive computer system are: SQT, SM/CM, JBs, Critical Task Lists, and TEC.

RECOMMENDATIONS: Evaluate all ADP support for the purpose of establishing a common data base for all ISD subsystems.

GROUP 2

PROBLEM: Lack of time to conduct a proper FEA.

BACKGROUND: It was a group consensus that the time allotted to conduct FEA is inadequate. Some of the factors that contributed to this problem are: Emphasis placed on producing training products to meet contractual obligations rather than collecting solid job data, requirements to develop a course in certain time frame and simply not planning far enough in advance to conduct analysis. In some cases FEA is performed after the fact to validate the assumptions made.

DISCUSSION: As stated the time required to conduct FEA is not given priority and the production of SMs/CMs, SQTs, is emphasized. For example, the contract between service school and TRADOC outlines the products to be delivered during the FY but does not consider the time to analyze the job. The production of second iteration SMs provided very little time for FEA since emphasis was placed on more illustrations and self-containment. In some schools the analyst is responsible for not only analyzing but production of SMs/CMs and SQTs. This precludes the analyst with the adequate time to conduct continual analysis. Another case was where a service school was given a six weeks period to conduct analysis whereby this was considered to be inadequate. A distinction should be made between hard and soft skills in the amount of time required to analyze (e.g., counseling an individual versus start a vehicle).

RECOMMENDATIONS:

1. That Job & Task Analysis Plan play a major role in determining delivery dates of products.
2. That the adequate number of analysts be provided.
3. That FEA be given top priority in developing course materials.

GROUP 2

PROBLEM: Army Occupational Survey Program (AOSP) information is not provided in a timely manner.

BACKGROUND: Presently the AOSP is providing information that comes from the field 18 months-2 years ago. This data does not provide the analyst timely description of the task(s) performed.

DISCUSSION/CONCLUSION: The AOSP process takes approximately two years to complete. The problem stems from a nine month survey administrative period and approximately one year analysis time. This causes a time decay of information.

RECOMMENDATIONS: That the AOSP survey process be steamlined and given more emphasis and that the data be analyzed by automated means.

GROUP 2

ASOP

PROBLEM: AOSP data cannot be retrieved across MOS lines within a skill level; therefore common task cannot be retrieved.

BACKGROUND: For years the USASMA has been trying to determine common tasks for skill level 5 (SGM/CSM).

DISCUSSION/CONCLUSION: AOSP has a comprehensive data on MOS task, but the data cannot be compared across MOS lines except on a manual extractial bases. Therefore an automated system must be initiated that will facilitate inter MOS extraction of tasks.

RECOMMENDATIONS: AOSP (MILPERCEN) build an automated system that will allow extraction of common tasks.

GROUP 2

PROBLEM: There exists within the schools insufficient TDY funding set aside for Analysis efforts and the validation of its results.

BACKGROUND: The bulk of TDY funding currently lies with TEC and SQT validation with very little being afforded to analysis and/or validation of analysis results (i.e., Task Lists, Soldier's Manuals, Commander's Manuals, etc.).

DISCUSSION/CONCLUSION: Since most, if not all, TDY responsibilities hinge upon a proper analysis being performed, a condition exists that could cause consternation as to the quality of the dependant products. Without quality analysis, we cannot possibly expect to produce quality products. The lack of proper funding for analysis efforts has a detrimental effort on all TDY products.

RECOMMENDATIONS:

1. That TRADOC issue a policy statement emphasizing the importance of Analysis to school commandants.

2. That TDY funds be increased with specific amounts designated for Analysis efforts based on DTD assessments of requirements.

3. Recognizing that we are in a period of austerity within DOD, TRADOC should authorize the schools to prepare and administer survey questionnaires directly to FORSCOM units thereby decreasing the amount of red tape and "tube time" of such an operation.

GROUP 2

Armstrong	MAJ	Field Artillery
John Brown	MAJ	Quartermaster
James Moreland	MAJ	Sergeants Major Acad
Donald B. Uber		Engineer
Fred H. Casey		Military Police
James Craig	LTC	

PROBLEM: The current training system (development & implementation) is not responsive in respect to the total Army.

BACKGROUND: By its very nature the Army is an organization that constantly requires a product, "a trained soldier." At the same time it has operational requirement. These requirements necessitate decisions that take priority over training decisions.

The personnel management system e.g., which requires detailed CMF's, grade authorizations, promotional considerations, has restrictive limitations that impact on the training development process.

Doctrinal changes are constantly being implemented because of technology, new equipment, new management schemes (reorganization), and changing threat.

The training development process we now have is linear in nature, i.e., first task analysis, then design, and then development of product, and each step is time consuming.

It can take up to 3 years from initiation of a job/task analysis to products, in the field, while all the time the operational environment is changing. Any change impacts on many interrelated training products.

DISCUSSION/CONCLUSIONS: We cannot change the fact that the Army is a constantly changing system that has immediate critical requirements. (It must be combat ready.) The complex job/tasks based training that we are currently committed to cannot be responsive to this environment. This is not a commendation of this approach to training development for stable environment. For a volatile environment we need a more practical responsive approach. The "teach the job tasks" training concept may not be capable of being responsive or flexible enough to be viable in much of our environment.

We "the TRADOC" needs to examine reducing the sophistication of the front end analysis process as well the number and type of base training documents, and also limit our goal of training a man to be capable of performing all of the critical tasks he may encounter on the job. Our training system is becoming so complex that we will soon find ourselves working primarily to satisfy the system.

RECOMMENDATIONS: 1. Reduce the sophistication of the training development process to make it more responsive.

2. Put resources and priority on developing job performance manuals, regulations, etc., and thus reduce training requirements and allow training to be more responsive and current.

GROUP 4

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PROBLEM: Unsatisfactory Training Analysts.

BACKGROUND:

1. Whole scheme launched 38 months ago are just getting a method to train analysts.
2. Soft-skill analysis skills not available.
3. Continuing stream of TRADOC publication arriving at schools by different agencies of TRADOC.
4. Perception that S & F Dev Staffs are inadequate.
5. Turn around time of analysts in some MOSs are too short.
6. Lack of trained officers in 78 (spec) at present.
7. Lack of standarized TRADOC program (CRI, ISD, INC group).

DISCUSSION:

1. Considering that General Depuy stated this thing in Dec 75, a major factor in untrained analysts is that we are now just getting an analysis workshop. In the meantime SM's/ SQTs etc. should have been based on a firm analysis.
2. Ability to analyze soft skills for both senior NCOs and Officers probably needs to come under a different set of ground rules.

RECOMMENDATIONS:

1. Establish a standardized training methodology for all analysts. (Hopefully Pam 351-4 will do this). Keep the system in being for awhile, at least thru the development of Des and/or Development workshops.
2. Come to grips with the subject of soft-skill.

PROBLEM: Lack of qualified training analysts.

BACKGROUND:

1. TRADOC is a low priority fill from MILPERCEN.
2. There is a lack of initial training for analysts and often TD'ers in the training base.
3. Positions in DTD are perceived by Command to be low in priority of fill.
4. Time lapse for receiving personnel required and authorized by TRM is unsatisfactory.

DISCUSSION:

1. If TRADOC is being filled on a 6-2-2 basis, we will continue receive 2/3 of our people from the bottom 1/2 of the Army.
2. Personnel are not being trained in their basic course of instruction to be training developers. If specialty 28 (50) continues, this information must be incorporated into advanced course as a minumum.
3. Without external pressure, some Commandants do not perceive the TD staffing as important. If it in fact is important, several schools need some pressure put on them.
4. TRM approves requirements (say 100 personnel) then authorizes 70% (70 personnel) and the school gets 60% of authorization on hand (42 personnel). Thus to start the school can only accomplish less than half of the requirements not counting unprogrammed action. Additionally 6 months is minumum that someone shows up after approval.

RECOMMENDATIONS:

1. Attempt to upgrade TRADOC fill in MILPERCENs eyes.
2. Incorporate TD Training into specialty advanc course for 78s.
3. Evaluate all schools before re-evaluating others.
4. At a loss to make a recommendation as to speeding up TRM process. It's hopeless analysis. Perhaps admit that goal analysis is what we want.

5. Either have TRADOC run the analysis workshops as done previously or designate Ch, TAD, as being responsible for training analysts. This will effect TRADOC Staff and Planning Guide.

6. Maintain trained competent analysts in the job. Identify them for reassignment subsequently. Consider civilianizing analysts positions for retention.

7. Require proponent school for 28s to be training officers in TD skills.

8. A great deal of difficulty (and credibility) exists when TRADOC keeps changing the circulars/regulations, etc., on what they want.

9. There is a perception that the quality of CRI/ISD workshops began to deteriorate once TRADOC stopped running them. S & F Division personnel are only module-deep in application of their skills. Further, they are still spending inordinate amounts of time training lecturers.

10. Stablization of "trained" analysts is suspect. Some MOSs move too quickly.

11. No training base in the 28 (50?) field. Officers are not being trained as training developers or analysts.

12. We blew it 3 years ago when we trained people in CRI, then issued them ISD which had no reference to SM/CM/SQT, etc.

PROBLEM: Low morale among training analysts.

BACKGROUND: Problem potentially caused by:

1. Analysts at worker level suspect that whatever their efforts, they will not influence the system.

2. They believe that task lists will be changed regardless of results.

3. Lack of use of analysis on development products.

4. Analysts looked upon with disfavor by rest of school.

5. Lack of job satisfaction and desire to work elsewhere.

6. Continued perception of personnel shortage reinforces image of nonimportance.

7. Inability to address soft-skill analysis.

8. Coping with changes in doctrine, regulations and reorganization.

9. Lack of self-confidence in analysis ability.

10. Recognition of TRADOC-assignment on career.

DISCUSSION: Areas #1, 2, & 3 above have a basis in fact, but vary greatly at different schools. At one school after 1½ years of work on a project thru development, implementation was delayed pending an evaluation. Three analysts (2 off, 1 NCO) became thoroughly disgusted with project, job and school. Additionally, analysis tasks are continually subjected to second-guessing by DTD Division and Instructional Departments. Lack of job-satisfaction is obvious with a traditional G3 ops outlook rather than G3 plans. Most E7s & O-3s are not conditioned to work on a 1 year or more project.

Continued snide comments by remainder of school does little to enhance job satisfaction. In spite of TRADOC guidance and "atta-boys", continued personnel shortage reinforces image of unimportance. Analysts have self-doubts as to their analytical abilities due to inadequate training, (soft or hard skills). Continued reorganization, change in publication cause analyst to believe that the whole plan is still suspect. Guidance to officers by MILPERCEN to avoid TRADOC assignments adds to morale lows.

RECOMMENDATIONS:

1. Stop Reg and Organization changes.
2. Enforce some type of personnel selection.
3. Lock analysis products in concrete until DOE completes Phase V.
4. Better orient new personnel as to "Big Picture."
5. Get some help from MILPERCEN and stop giving advice.

GROUP 3

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